

Rationale TRAINING Portfolio # 2

Title: *Super-Human*

Grade: 12

Year released: 2007

Reflective Piece Title: "Letter to the Reviewer"

2 Content (2, 2, 2)

The writing attempts to establish a narrowed purpose, but even within the first paragraph, there are lapses (from accomplishing a task to idea development to a fairy-land place). There is an attempt to meet the needs of the reader. The writing demonstrates some voice. Support is unelaborated and somewhat repetitious. The writing fails to make the necessary literacy connections when discussing growth as a writer. The writing applies some characteristics of the reflective genre.

2 Structure (2, 2, 3)

Organization is somewhat logical, but lapses within the paragraphs and between paragraphs. There is some difficulty in finding a connection between the first and second paragraph, for example. The writing demonstrates some effective transitional elements (e.g., "the most important piece" and "now I realize my . . ."). The writer attempts some complex sentence structure, but lacks firm control.

3 Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage. Acceptable and effective word choice is evident throughout the piece (e.g., incomprehensible, enhanced). The writing demonstrates control over conventions.

Instructional Implications:

"Letter to the Reviewer" is not a good example of reflective writing about literacy connections necessary for the new portfolio configuration.

Personal OR Literary Piece Title: "Super-Human"

3 Content (3, 3, 3)

The writing establishes and maintains purpose with awareness of audience's needs through appropriate tone. Ideas are developed through specific details.

2 Structure (2, 2, 3)

The structure of the writing is logical with lapses in coherence of the narrative structure. The writer attempts to use flashbacks, although the transitions are not, overall, effective. Readers are left wondering if the narrator is running with the "super-human" athlete, against this athlete, or watching the athlete from the sidelines. The writing demonstrates control and variety in sentence structure.

3 Conventions (2, 3, 3)

The writing demonstrates some control of grammar and usage with errors in 2nd and 3rd person. Word choice is acceptable for purpose. Control of conventions is evident relative to length and complexity of the piece.

Instructional Implications:

This piece is a good example to use to teach students the importance of consistent point of view. Students might evaluate the effectiveness of this writer's use of flashbacks within this piece to determine the effectiveness of flashbacks they may be using.

Transactive Piece Title: "New or Old: Which Vehicle Will You Decide On"

2 Content (2, 2, 2)

The writing attempts to establish a narrowed purpose, but lapses in focus. The audience is identified in the lead, but awareness of that audience's needs is not demonstrated. Some idea development is demonstrated, but the support is unelaborated or irrelevant for the purpose/audience. The table contains pertinent content but fails to adequately integrate it into the piece as effective idea development.

2 Structure (2, 2, 3)

The writing demonstrates logical coherence with lapses both in overall structure and within the paragraphs. Some transitions are effective. The table is oddly positioned in relation to what is written in the sixth paragraph, "On the chart to the left. . ." Transitions between paragraphs are less effective. While transitions between paragraphs (e.g., "however," "in the end"), the transitions between paragraphs are less effective. The writer demonstrates complex sentence structures which add variety.

3 Conventions (3, 2, 3)

The writing demonstrates control of grammar and usage. Word choice is imprecise (really, a lot, good, bad). The writing demonstrates control of correctness.

Instructional Implications:

This sample could allow students and teachers to discuss the appropriate use of effective charts and integration of information within text to promote depth of idea development.

Transactive Piece Title: "Letter to the Secretary of Education"
(with Analytical or Technical Focus—12th only)

2 Content (2, 2, 2)

The writing attempts to establish and maintain a narrowed purpose with some lapses in focus. Some awareness of meeting audience's needs is evident, though idea development is not linked to those needs. Details are included, but are not consistently linked to purpose and audience. The piece fails to end with a clear call to action.

3 Structure (2, 3, 3)

The writing demonstrates logical organization with lapses in coherence in the last sentence of the first paragraph. The transitions are logical throughout. The writing demonstrates control and variety in sentence structure.

3 Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage, acceptable word choice (e.g., "interpreters and translators") and control of correctness. There is an effective use of signal phrases within the piece indicating the sources for the research used.

Instructional Implications:

Teachers may use this piece to help students work on idea development to meet the needs of the target audience. Teachers might integrate the ideas present in this sample with a graphic organizer to help students understand where the writing is successful and where it falls short.